

Date: May 8, 2020

**BOARD INFORMATION:**   X  

**MEETING PREPARATION:**       

**FROM:** Clinton Page, Chief Accountability Officer  
Natalie Mitchell, Director of Title I Programs

**THROUGH:** Terri Mozingo, Ed.D. Chief Academic Officer  
Gregory C. Hutchings, Jr., Ed.D., Superintendent of Schools

**TO:** The Honorable Cindy Anderson, Chair, and  
Members of the Alexandria City School Board

**TOPIC:** COVID-19 Response Theory of Action and System of Measurement

**ACPS 2020 STRATEGIC PLAN GOAL:**

Goal 1: Academic Excellence and Educational Equity

**SY 2019-2020 FOCUS AREA:**

Focus Area 1: Educational Equity

**FY 2020 BUDGET PRIORITY:**

Specialized Instruction, Academics, Leadership and Professional Development

**SUMMARY:**

This Board Brief contains information pertaining to the division's strategic response to the closure of school through summer 2020. The brief includes a systems-level view of how the division will reach the overall goal as well as the system of measurement that will inform organizational learning and improvements throughout the process.

**BACKGROUND:**

The evolving COVID-19 pandemic and subsequent school closures demanded a need to rapidly and strategically pivot as an organization. Change management requires a myriad of strategies across organizational areas. Paramount within the change process are: the need to set a clear goal for all to work towards, explicitly identify how the organization will reach this goal, and build a formative measurement system to continuously gauge progress allowing continuous learning and organizational improvement. To ensure ACPS is meeting these requirements staff have collaboratively developed a working theory of action and an accompanying system of measurement to align the work of the organization and best allow rapid learning and continuous improvements.

**Theory of Action**

ACPS Senior Leadership Team took on the work of identifying the overall goal of the organization as well as the key levers, or primary drivers, necessary to reach that goal.

## BOARD BRIEF

Departments then focused on identifying the structures and processes they needed to influence in order to support the identified primary drivers. This work, visually displayed on page one within the attachment, serves as the ACPS working COVID-19 Response Theory of Action. Also, included within the COVID-19 department plans were the discrete action steps each department is taking to influence the identified drivers and how those action steps will be measured. This is conveyed beginning on page three within the attachment with the highlighted action steps associated with each driver and the individual process measures being used by departments.

### **System of Measurement**

While measuring discrete action-steps and processes is critical in informing organizational improvement, they alone do not convey systemic progress toward the overall goal. To address this, ACPS has also identified key leading outcome measures for each primary driver area. These key measures can be found on page two of the attachment. These measures are designed to formatively assess the impact the actions steps are having and allow for improvements to be made throughout the implementation. For example, within the instruction area, ACPS will be tracking formative stakeholder survey responses regarding the quality of academic engagement, as well as the amount of engagement. While certainly not the only data tracked by the organization, these key leading outcome measures will help inform a high-level view of the current impact of all of the action-steps taken thus far in supporting instruction and identify areas of further analysis and improvements.

### **Next-Steps**

The COVID-19 Response Theory of Action is a constantly evolving document as the organization learns and implements adjustments throughout the school closure period. The system of measurement is designed to best allow for rapid learning and improvements across the organization. The Board will be receiving updates throughout the school closure period regarding key leading outcome measures, such as the pulse survey results, as well as adjustments made to the theory of action based on new learning and improvements.

**RECOMMENDATION:** The Superintendent recommends that the School Board review this Board Brief and attachment for an understanding of the COVID-19 Response Theory of Action and system of measurement.

**IMPACT:** The theory of action explicitly details how the organization plans to reach the goal of providing equitable access and engagement to ongoing academic, social, and emotional supports to every student and staff member. Further, aligning the system of measurements directly to the theory of action allows for the organization to constantly learn and adapt throughout the school closure, ensuring responsiveness to the needs of ACPS stakeholders.

**ATTACHMENTS:**        *COVID-19 Response Theory of Action and System of Measurement*

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